

Communication and Language

- Can find it difficult to pay attention to more than one thing at a time.
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Use longer sentences of four to six words.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use a wide range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

PSED

- Show perseverance when faced with difficulties
- Be able to talk about what they are doing or have done using 'thinking' or 'learning' words in conversations *showing a sense of growing independence*
- Be able to regulate own emotions by monitoring and managing their feelings and behaviours developing a sense of our core values
- Be able to identify feelings and how they make their bodies feel
- Can calm down when experiencing strong emotions, and then choose best way to manage the challenge causing the emotion
- Be able to reflect on what helps them persevere through difficulties

Physical

- Explore ways to connect large loose parts such as a plank and two crates to balance or crawl along or under.
- Work cooperatively to create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto crates, balancing along a beam and jumping into hoops safely.
- Continue to develop movement and balance by skipping, hopping, standing on one leg and holding a pose.

Summer 1

Little Acorns



Literacy

- Understand the five key concepts about print: -print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Engage in extended conversations about stories, learning new vocabulary.
- Develop their phonological awareness, so that they can:
 - recognise words with the same initial sound, such as money and mother.

Maths

- Pattern 4 – Lead on own repeats
- Shape, space and measure 5 – Start to puzzle
- Pattern 5 – Making patterns together
- Subitising 4 – Make games and actions

Understanding the world

Continue to use all our senses in 'hands-on' explorations to explore:

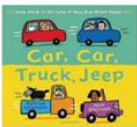
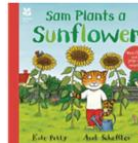
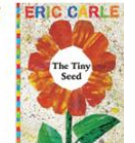
- How things work
- Different forces they can feel
- growth and decay, in the natural environment, including plants and ourselves
- differences between materials and changes they notice.
- countries and our world, sharing own experiences and differing beliefs

Expressive Arts and Design

- Decide on a model to make. They choose the materials they want to use, shape materials with tools and join materials together. *There are opportunities through this and other activities for peer evaluations in a friendly manner, supporting a sense of respect and valuing independent learning*
- Create their own dance routines, moving in time to the pulse of the music being listened to and physically responding to changes in the music e.g. jump in response to loud/sudden changes in the music. *Links to a sense of independence, friendship (working together), kindness and respect through collaborative working and peer evaluations.*
- Develop character, setting, problem and solutions in their stories. *Links to a sense of friendship, kindness and respect through collaborative working and peer evaluations.*

Special Events

- Explore Signs of Summer
- Explore plants and what they need to grow and stay healthy – make comparisons to ourselves
- Magic Beans appear in our classroom
- Phunky Foods activity
- Visit from Book bus
- Forest School

Summer 1	Suggested books
Baa, baa, black sheep Week 1 - b	  
Mary, Mary, Quite Contrary Week 2 – f Week 3 - l	  
Ring-O-Ring-O-Roses Week 4 - j Week 5 – v	  
One, Two, Buckle My Shoe Week 6 – w Week 7 - y	  